

## 2005-06 School Report Card - Calvin Coolidge

### Calvin Coolidge (02710015)

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#### Overview:

This report card contains information required by the federal No Child Left Behind Act for our school and district including: teacher qualifications; student achievement on the Massachusetts Comprehensive Assessment System (MCAS); and school/district accountability.

#### Mission Statement:

It is the mission of the Calvin Coolidge School to build on the belief that all children can and will learn well. We seek to challenge each student to reach her or his own maximum achievement within a safe and responsive environment.

Enrollment - 2005-06			
	School	District	State
<b>Total Count</b>	335	5,873	972,371
<b>Race/Ethnicity (%)</b>			
African American	1.5	1.7	8.3
Asian	17.9	12.0	4.6
Hispanic	6.0	4.0	12.9
Native American	0.0	0.1	0.3
White	73.7	81.0	72.4
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Ethnic	0.9	1.2	1.4
<b>Gender (%)</b>			
Male	53.1	50.1	51.4
Female	46.9	49.9	48.6
<b>Selected Populations (%)</b>			
Limited English Proficiency	8.7	2.2	5.3
Low-income	17.9	7.5	28.2
Special Education	16.7	15.0	16.5
First Language Not English	20.6	10.6	14.3
Migrant	0.0	0.0	0.1

Teacher Data (2005-06)			
	School	District	State
Total # of Teachers	28	380	73,593
% of Teachers Licensed in Teaching Assignment	99.3	96.9	94.4
Total # of Teachers in Core Academic Areas	24	333	62,301
% of Core Academic Teachers Identified as Highly Qualified	100.0	97.7	93.7
Student/Teacher Ratio	12.0 to 1	15.5 to 1	13.2 to 1

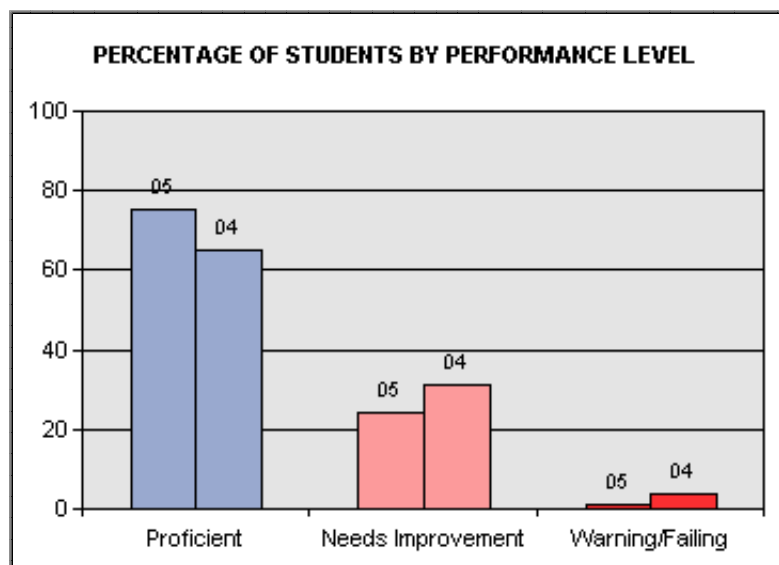
Web Resources
Massachusetts Department of Education: <a href="http://www.doe.mass.edu/">http://www.doe.mass.edu/</a>
School and District Profiles: <a href="http://profiles.doe.mass.edu/?orgcode=02710015">http://profiles.doe.mass.edu/?orgcode=02710015</a>
Adequate Yearly Progress (AYP) Information: <a href="http://www.doe.mass.edu/sda/ayp/cycleIVmid/">http://www.doe.mass.edu/sda/ayp/cycleIVmid/</a>
Massachusetts No Child Left Behind website: <a href="http://www.doe.mass.edu/nclb/">http://www.doe.mass.edu/nclb/</a>

<b>Grades Offered:</b>	01, 02, 03, 04
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### GRADE LEVEL 3 - READING

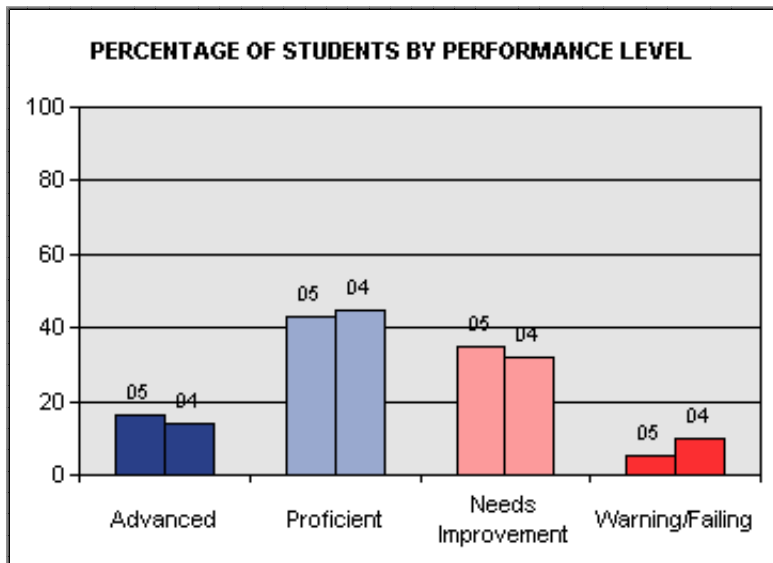
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	67	80	NA	84	16	0
DISABLED	17	20	NA	41	53	6
LIMITED ENGLISH PROFICIENT	0	0	NA	-	-	-
<b>GENDER</b>						
FEMALE	38	45	NA	79	18	3
MALE	46	55	NA	72	28	0
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	1	1	NA	-	-	-
ASIAN OR PACIFIC ISLANDER	13	15	NA	85	15	0
HISPANIC	1	1	NA	-	-	-
NATIVE AMERICAN	0	0	NA	-	-	-
WHITE	69	82	NA	74	25	1
<b>LOW INCOME</b>	12	14	NA	67	33	0
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	71463	100	NA	62	31	7
2004	73332	100	NA	63	30	7
<b>ALL STUDENT</b>						
2005	84	100	NA	75	24	1
2004	95	100	NA	65	31	4
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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### GRADE LEVEL 4 - ENGLISH LANGUAGE ARTS

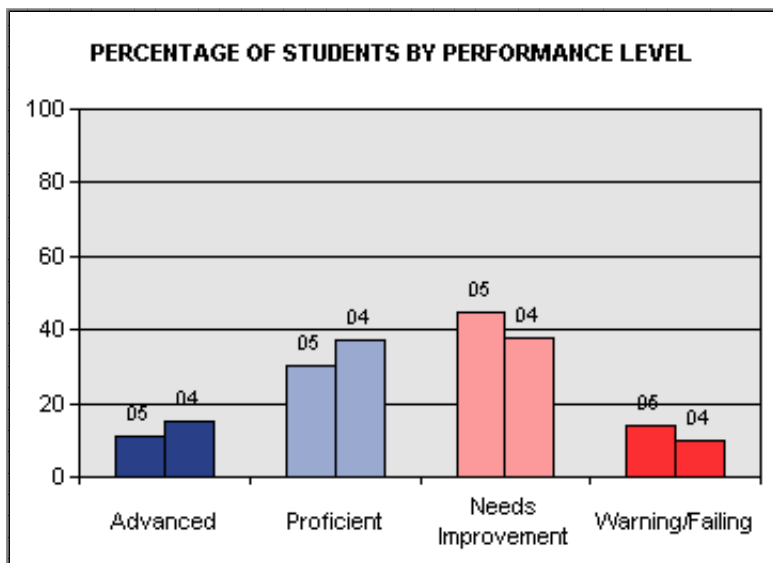
	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	74	80	19	47	31	3
DISABLED	18	19	6	22	56	17
LIMITED ENGLISH PROFICIENT	1	1	-	-	-	-
<b>GENDER</b>						
FEMALE	51	55	20	43	33	4
MALE	42	45	12	43	38	7
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	2	2	-	-	-	-
ASIAN OR PACIFIC ISLANDER	11	12	36	55	9	0
HISPANIC	5	5	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	75	81	15	44	35	7
<b>LOW INCOME</b>	23	25	4	35	52	9
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	72780	100	10	40	40	10
2004	73111	100	11	45	35	9
<b>ALL STUDENT</b>						
2005	93	100	16	43	35	5
2004	92	100	14	45	32	10
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						



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### GRADE LEVEL 4 - MATHEMATICS

	STUDENTS INCLUDED		PERCENT OF STUDENTS AT EACH PERFORMANCE LEVEL			
	#	%	A	P	NI	W/F
<b>STUDENT STATUS</b>						
REGULAR	74	80	12	35	45	8
DISABLED	18	19	0	11	50	39
LIMITED ENGLISH PROFICIENT	1	1	-	-	-	-
<b>GENDER</b>						
FEMALE	51	55	12	29	45	14
MALE	42	45	10	31	45	14
<b>RACE/ETHNICITY</b>						
AFRICAN-AMERICAN	2	2	-	-	-	-
ASIAN OR PACIFIC ISLANDER	11	12	55	18	27	0
HISPANIC	5	5	-	-	-	-
NATIVE AMERICAN	0	0	-	-	-	-
WHITE	75	81	5	35	47	13
<b>LOW INCOME</b>	23	25	4	22	52	22
<b>MIGRANT STUDENT</b>	0	0	-	-	-	-
<b>STATE</b>						
2005	72831	100	14	27	44	15
2004	73323	100	14	28	44	14
<b>ALL STUDENT</b>						
2005	93	100	11	30	45	14
2004	92	100	15	37	38	10
NOTE: MCAS results for groups with fewer than 10 students are not shown to protect student confidentiality						





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### 2005 Adequate Yearly Progress (AYP) Report

ENGLISH LANGUAGE ARTS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	177	177	100	Yes	175	86.7	Yes	0.0	Yes	96.4	0	Yes	Yes
Lim. English Prof.	7	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	31	31	-	-	30	73.3	-	-	-	95.7	0	-	-
Low Income	35	35	-	-	34	77.2	-	-	-	95.8	0.3	-	-
Afr. Amer./Black	3	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	24	24	-	-	23	95.7	-	-	-	96.1	-0.6	-	-
Hispanic	6	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	144	144	100	Yes	143	86.7	Yes	0.2	Yes	96.5	0.2	Yes	Yes

MATHEMATICS													
Student Group	2005				Mid-Cycle IV (2005) Data					2005			AYP 2005
	Participation				Performance			Improvement		Attendance			
	Enrolled	Assessed	%	Met Target	N	CPI	Met Target	CPI Change	Met Target	%	Change	Met Target	
Aggregate	93	93	100	Yes	91	73.6	Yes	-3.6	No	96.4	0	Yes	Yes
Lim. English Prof.	2	-	-	-	-	-	-	-	-	-	-	-	-
Spec. Ed.	16	16	-	-	15	-	-	-	-	-	-	-	-
Low Income	23	23	-	-	22	63.6	-	-	-	95.8	0.3	-	-
Afr. Amer./Black	2	-	-	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	11	11	-	-	10	-	-	-	-	-	-	-	-
Hispanic	5	-	-	-	-	-	-	-	-	-	-	-	-
Native American	0	-	-	-	-	-	-	-	-	-	-	-	-
White	75	75	100	Yes	74	74.0	Yes	-2.3	No	96.5	0.2	Yes	Yes

Adequate Yearly Progress History									Accountability Status
		1999	2000	2001	2002	2003	2004	2005	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	No	Yes	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status
	All subgroups	N/A	N/A	N/A	N/A	No	Yes	Yes	

## Data Definitions

**Enrollment** - This information reflects the public school enrollment on October 1, 2005.

### Race/Ethnicity:

**Asian.** A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam.

**Black or African American.** A person having origins in any of the black racial groups of Africa.

**Hispanic or Latino.** A person of Cuban, Mexican, Puerto Rican, South or Central American, or other Spanish culture or origin, regardless of race.

**Native Hawaiian or Other Pacific Islander.** A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands.

**Native American.** A person having origins in any of the original peoples of North and South America (including Central America), and who maintains tribal affiliation or community attachment.

**White.** A person having origins in any of the original peoples of Europe, the Middle East, or North Africa.

**Multi-racial.** A person selecting more than one racial category and non-Hispanic.

### Selected Populations:

**Limited English Proficient:** A student whose first language is a language other than English who is unable to perform ordinary classroom work in English is identified as limited English proficient.

**Low Income:** An indication of whether a student meets ANY ONE of the following definitions of low income:

1. The student is eligible for free or reduced price lunch; or
2. The student receives Transitional Aid to Families benefits; or
3. The student is eligible for food stamps

**Special Education:** Students who have an Individualized Education Plan (IEP).

**Migrant:** An indication of whether an individual or a parent/guardian accompanying an individual maintains primary employment in one or more agricultural or fishing activities on a seasonal or other temporary basis and establishes a temporary residence for the purposes of such employment.

**Educator Quality** - Educator information is as of October 1, 2005.

**Percent of teachers licensed in the area in which teaching:** The percentage of teachers with Preliminary, Initial, or Professional licensure (all teaching staff, including long-term substitutes) in the area in which they are teaching. Charter schools are not required to hire licensed teachers.

**Percentage of core academic classes taught by highly-qualified teachers:** The percentage of staff, measured in "full-time equivalency", teaching in core academic areas, that meet the NCLB definition of highly-qualified. To meet the definition, teachers must possess a valid Massachusetts teaching license at the Preliminary, Initial, or Professional level AND demonstrate subject matter competency in the areas they teach. The core academic areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. NCLB subject matter competence requirements are applied differently to those who teach at different levels. For more information on the definition and requirements of highly-qualified, please see [http://www.doe.mass.edu/nclb/hq/hq\\_memo.html](http://www.doe.mass.edu/nclb/hq/hq_memo.html).

**High-Poverty Schools:** Schools in the bottom quartile statewide by low-income percentage.

**Low-Poverty Schools:** Schools in the top quartile statewide by low-income percentage.

**MCAS Results** - Spring 2005 Results

### Performance Level Definitions

**(A)** Advanced - Students demonstrate a superior understanding of challenging subject matter, and solve a wide variety of problems.

**(P)** Proficient - Students demonstrate a solid understanding of challenging subject matter, and solve a wide variety of problems.

**(NI)** Needs Improvement - Students demonstrate partial understanding of subject matter, and solve some simple problems.

**(W/F)** Warning/Failing - Students demonstrate minimal understanding of subject matter, and do not solve simple problems.

### Student Subgroup Definitions

**Regular** - Students who do not meet the definition for Students with Disabilities or for Limited English Proficient.

**Students with Disabilities** - Students who have an Individualized Education Plan (IEP) or a plan of instructional accommodations provided under Section 504 of the Rehabilitation Act of 1973.

**Limited English Proficient, Race/Ethnicity, Low income, Migrant** - See definitions under Enrollment.

**Adequate Yearly Progress** - According to federal law, a measure of the extent to which students in a school, taken as a whole and certain groups within the school, demonstrate proficiency in English language arts and mathematics. All schools are rated, and AYP determinations are made, based on an analysis of the performance and improvement schools and districts demonstrate toward achieving this goal. Detailed information on AYP determinations can be found on the MA Department of Education website at <http://>



[www.doe.mass.edu/sda/ayp/cycleIVmid/](http://www.doe.mass.edu/sda/ayp/cycleIVmid/).

**Accountability Status Labels:**

**II-S** Identified for Improvement - Subgroups only

**II-A** Identified for Improvement

**CA-A** Identified for Corrective Action

**RST** Identified for Restructuring

**UR** Status Under Review